



Лекторы:



HUGH DELLAR – Hugh holds a BA in English Literature from Goldsmith's, a CTEFL, a Dip TEFL and an MA in TESOL from the Institute of Education. He has been teaching since 1993, predominantly in London, but he also spent three years in Jakarta, Indonesia. He gives teacher training and development talks all over the world. He is co-author of two coursebook series, Outcomes and Innovations (shortlisted for a British Council award and the English Speaking Union award) and the online teacher development course Teaching Lexically (validated by TESOL). Hugh is also the co-founder of Lexical Lab.

ANDREW WALKLEY – Andrew holds a BA in English Studies from Nottingham, a CTEFL and a DipTEFL. He has over twenty years' teaching and training experience in London and Spain. He has also given talks and conducted workshops conferences in many countries around the world. He is co-author of two coursebook series, Outcomes and Innovations (shortlisted for a British Council award and the English Speaking Union award) and the online teacher development course Teaching Lexically (validated by TESOL). Andrew is also the co-founder of Lexical Lab.



Онлайн-тьюторы:



Kevin Keating teaches at the Center for ESL at the University of Arizona in Tucson. He has taught ESL/EFL for more than thirty-five years in thirteen different countries around the world. An ESL grammar series author and frequent conference presenter, Kevin regularly gives teacher-training workshops both in the U.S. and abroad focusing on dynamic communicative classroom activities. Kevin was honored as the 2004 Arizona-TESOL Educator of the Year and in 2005 as the recipient of a University of Arizona College of Humanities Distinguished Teaching Award.

Dr. Neil J Anderson is a Professor of Linguistics and English Language at Brigham Young University, Provo, Utah. He also serves as the Coordinator of the English Language Center. He teaches courses in the TESOL Master's program as well as language classes to second language learners. His research interests include second language reading, language learner strategies, and English Language Teaching leadership development. Professor Anderson served as President of the international association of TESOL from 2001-2002.



Diane Larsen-Freeman is a Professor of Education, Professor of Linguistics, and Research Scientist at the English Language Institute at the University of Michigan in Ann Arbor. She is also Distinguished Senior Faculty Fellow at the School for International Training in Brattleboro, Vermont. She has spoken and published widely on the topics of teacher education, second language acquisition, English grammar, and language teaching methodology. In 1997, Dr. Larsen-Freeman was inducted into the Vermont Academy of Arts and Sciences.

Patricia Dunkel is Professor Emerita of Applied Linguistics and English as a Second Language at Georgia State University. She has taught English as second/foreign language for thirty years. She began as a classroom teacher, teaching ESL to Russian emigres. She went on to obtain a Master's degree in English, and her Ph. D. in Educational Psychology. She has taught graduate and undergraduate courses in applied linguistics, ranging from Teaching L2 Listening Fluency to Teaching Research and Statistics for Applied Linguistics. One of her areas of specialization is computer-adaptive testing of L2 listening.



Paul Nation is Professor of Applied Linguistics in the School of Linguistics and Applied Language Studies at Victoria University of Wellington, New Zealand. He has taught in Indonesia, Thailand, the United States, Finland, and Japan. His specialist interests are language teaching methodology and vocabulary learning. Paul's latest books include Focus on Vocabulary (2007), Teaching Vocabulary: Strategies and Techniques (2008), Teaching ESL/EFL Listening and Speaking with Jonathan Newton (2009), and Teaching ESL/EFL Reading and Writing (2009).

Rob Jenkins is an Associate Professor of English as a Second Language at Santa Ana College, School of Continuing Education in California. He is also the Faculty Development Chair of a thriving professional development program at that institution, as well as the CALPRO (California Adult Literacy Professional Development Project) Professional Development Center Manager for Orange County, California. Rob is the coauthor of the popular textbook series Stand Out: Standards-Based English. In addition, he wrote the Lesson Planner for The Heinle Picture Dictionary.



Цены

	МОДУЛЬ 1 3-7 ноября 2014 Culture & Speaking	МОДУЛЬ 2 8-12 января 2015 Grammar & vocab	МОДУЛЬ 3 23-27 марта 2015 Reading & Listening	МОДУЛЬ 4 22-26 июня 2015 Writing & Recycling	МОДУЛИ 1-4
ТОЛЬКО лекторий по методике	по запросу (код 1М)	по запросу (код 2М)	по запросу (код 3М)	по запросу (код 4М)	16.000,00 руб. (код 1-4М)
ТОЛЬКО языковой практикум	по запросу (код 1Я)	по запросу (код 2Я)	по запросу (код 3Я)	по запросу (код 4Я)	24.000,00 руб. (код 1-4Я)
Обе части	12.000,00 руб. (код 1МЯ)	10.000,00 руб. (код 2МЯ)	11.000,00 руб. (код 3МЯ)	12.000,00 руб. (код 4МЯ)	40.000,00 руб. (код 1-4МЯ)

Цены включают в себя: организационный сбор, стоимость обучения, доступ к онлайн-курсам ELT Advantage (лекторий по методике), обучающие материалы (практикум)

Скидки (скидки суммируются):

- скидка 5% при единовременной оплате программ 1-4М, 1-4Я, 1-4МЯ;
- скидка 2% для действительных членов Единой независимой ассоциации педагогов г. Москвы (по всем программам);
- скидка 5% для групповых заявок от организаций (более 5 участников от одной организации).

Единая независимая ассоциация педагогов города Москвы (ЕНАП) совместно с издательством «Нэшнл Джиографик Лёнинг» и компанией «ОНАРА» приглашают вас принять участие в работе уникальных годовичных курсов повышения квалификации учителей английского языка...

BETTER TEACHING OUTCOMES

лекторы Хью Деллар и Эндрю Уокли

- Утренний **ЛЕКТОРИЙ** по современной методике обучения английскому языку
4 сессии x 20 часов = 80 часов лекций и интерактивных семинаров
The LECTORIUM aims to:
 - update participants on theories of language, learning and teaching
 - refresh and update teaching skills for native or non-native English speakers
 - show ways we can motivate students by being focused on outcomes
 - show effective ways of improving students' speaking, listening, reading and writing skills
 - improve participants' ability to analyse language and involve students in exploring meaning and usage
 - present and practise tasks and techniques which can be adapted easily for different classes
 - explore ways to make the most of coursebook materials
 - show ways to make the most of students' knowledge and language in their teaching of English.
- Послеобеденный **ЯЗЫКОВОЙ ПРАКТИКУМ** для учителей (уровень Advanced)
4 сессии x 20 часов = 80 часов очного обучения английскому языку с носителем языка
The LANGUAGE-DEVELOPMENT programme includes 80 hours (4 weeks x 5 days x 4 hours) of English-language classes taught by a native speaker (Hugh Dellar and/or Andrew Walkley) with a guaranteed advanced level of the command of the English language upon the completion (assuming students have an upper-immediate level at the start).
- Четыре **ОНЛАЙН-КУРСА** повышения квалификации, одобренные организацией **TESOL**
4 сессии x 24 часов = 96 часов интерактивного онлайн-обучения по четырем выбранным темам
All ONLINE courses are developed by the leading experts in their fields and add and reinforce the material provided in the lectorium and also give you an opportunity to independently reflect on your own ideas on the subjects explored. Each online course is separately certified by an official **TESOL-issued completion certificate**.

Прохождение курсов будет подтверждено **официальным сертификатом ЕНАП**, а также **сертификатом участия от издательства «Нэшнл Джиографик Лёнинг» и компании «ОНАРА»**. Слушатели, прошедшие курс целиком (4 модуля), также получат **благодарственные письма от ЕНАП**.

Место проведения: ГБОУ СОШ № 19 (структурное подразделение "На Ордынке")
г. Москва, ул. Большая Ордынка, дом 15 (метро «Новокузнецкая», «Третьяковская»)

Дополнительная информация по адресам www.onara.ru, www.mosfla.org


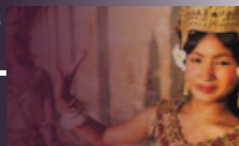


Пожалуйста, присылайте свои заявки на электронные адреса office@onara.ru, morozova@mosfla.org, mosfla@mail.ru

Телефон для справок: +7 (495) 991-36-13

осень 2014 – лето 2015

MODULE 1: BETTER TEACHING OUTCOMES for ... Culture and Speaking

AUTUMN – 3rd-7th November, 2014

	Morning (4 academic hours) - Methodology	Afternoon (4 teaching hours) – Language Development
Day 1	<p>Introductions and discussion of expectations Course overview Teacher beliefs and theories of language & learning The CEFR and the role of translation</p> 	<p>English for talking about ... cities and city life • describe different aspects of cities and city life • emphasise & reinforce ideas in different ways • talk about urban problems & how to tackle them • talk about changes in urban areas • tell urban myths</p>
Day 2	<p>Teaching culture better Non-native English speaker teachers</p> 	<p>English for talking about... culture and Identity • talk about different aspects of culture and society • politely disagree with people's opinions • express feelings and opinions more emphatically • talk about useful objects in the home • discuss your own personal / national identities</p>
Day 3	<p>Teaching speaking better: • thinking about outcomes and language • noticing students' needs and correction • using student talk to teach new language • L1 and interpreting tasks</p> 	<p>English for talking about... politics • give opinions about politics • talk about consequences of political proposals • describe politicians and their qualities • tell jokes • talk about voting and elections</p>
Day 4	<p>Culture & speaking class observation Reflection and comment on the class First week review</p> 	<p>English for talking about... relationships • talk about people you know • give your impression of people you don't know well • express opinions in more tentative ways • discuss issues surrounding divorce • share and talk through problems</p>

Communicative Teaching for the ESL/EFL Classroom
by Kevin Keating (University of Arizona, US)

This practical course provides teachers with the principles of communicative teaching, discussing simple ways to create a more dynamic, interactive classroom. It offers a variety of effective techniques for making students active participants in the learning process. In addition, the course includes a number of lively activities teachers can use in the classroom.

MODULE 2: BETTER TEACHING OUTCOMES for ... Grammar and Vocabulary

WINTER – 8th-12th January, 2015

	Morning (4 academic hours) - Methodology	Afternoon (4 teaching hours) – Language Development
Day 1	<p>Thinking about vocabulary outcomes and teaching vocabulary better: • frequency and usefulness • giving examples • noticing patterns</p> 	<p>English for talking about ... nights out and nights in • talk about feelings • comment on what you hear • change the subject • understand and comment on a guide • describe books</p>
Day 2	<p>making the most of coursebooks • using L1 and students • Web sources</p> 	<p>English for talking about... conflict • describe what people do during & after arguments • give negative / private information • talk about how you'd like things to be different • discuss war & social conflict • talk about peace & justice</p>
Day 3	<p>Thinking about grammar outcomes and teaching grammar : • new thinking about grammar • spoken v written grammar and context • making the most of coursebooks • patterns and translation • Web sources</p> 	<p>English for talking about... science and research • explain and discuss news stories about science • express surprise and disbelief • discuss the uses and abuses of statistics • talk about what different kinds of science entail</p>
Day 4	<p>Grammar & vocabulary class observation Reflection and comment on the class Second week review</p> 	<p>English for talking about... nature • describe natural landscapes • use tags to emphasise your opinions • describe different ways of talking • describe animals, their habitats and their habits</p>

Teaching ESL/EFL Grammar
by Diane Larsen-Freeman (University of Michigan, US)

In this course, you'll come to see English grammar as a three-dimensional process that's useful in bringing coherence, cohesion, and texture to writing and speech. We'll begin by considering seven definitions of grammar that we'll draw on throughout the course. We'll also discuss the differences between patterns and rules, and why second-language learners benefit from our instruction on both.

Teaching ESL/EFL Vocabulary
by Paul Nation (University of Wellington, NZ)

Do you sometimes wonder if the vocabulary your textbook is teaching is really what your ESL students need to learn? Well, you're not alone. Many teachers long to have a more precise and effective way of helping their students learn English vocabulary, and in this course, I'll show you how.

^{*)} Please, make your choice of one of the two online courses offered for this module. The other one is also available for an extra fee.

MODULE 3: BETTER TEACHING OUTCOMES for ... Reading and Listening

SPRING – 23rd-27th March, 2015

	Afternoon (4 teaching hours) – Language Development	Morning (4 academic hours) - Methodology
Day 1	<p>English for talking about... the world of work • describe what people do at work • signal that you are making deductions • talk about the nature of work • discuss terms and conditions of employment • discuss issues related to dismissal and tribunals</p> 	<p>Teaching reading better: • theories of reading and language and transfer of skills from L1 • thinking about outcomes and text choice • making the most of coursebook texts and tasks at different phases of a reading lesson • extra exercises for different phases of a lesson • improving reading with 'non-text-based' tasks</p>
Day 2	<p>English for talking about... health and illness • describe medical & surgical procedures • show you are not being exact when describing things • describe medical conditions & their symptoms • make comments about past & present situations</p> 	<p>Teaching listening better: • theories of listening • links between pronunciation and listening • making the most of coursebook listening texts – eg. gapping texts • tasks for different phases of listening • thinking about outcomes and 'listeners' roles in conversation • improving listening with 'non-text-based' tasks</p>
Day 3	<p>English for talking about... play • talk about sports you watch or do • recognise and use irony • explain how to play different games • recognise and discuss playful language • use sports and games metaphors</p> 	<p>Reading & listening class observation Reflection and comment on the class Third week review</p>
Day 4	<p>English for talking about... history • describe key events in people's lives • talk about how people have built success • use similes to make descriptions more interesting • ask for clarification • discuss key historical events</p> 	<p>Did you realize that reading is one of the most important skills you can teach? The skill of reading not only gives your students what they need to be successful learners, but it also makes them more self-confident and eager to learn their whole life long. It's truly at the core of the other language skills—listening, speaking, writing, and grammar. In this course, you'll learn how to show your students the value of reading.</p>

Teaching ESL/EFL Reading
by Neil J Anderson (Brigham Young University, US)

Developing ESL/EFL Listening Comprehension
by Patricia Dunkel (Georgia State University, US)

This course will cover a number of issues involved in helping learners to develop their listening comprehension of English as a second or foreign language. We'll discuss factors that affect the success or failure of listening comprehension, examine an adaptable lesson template that can be used to develop the listening comprehension of your students

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MODULE 4: BETTER TEACHING OUTCOMES for ... Writing and revision

SUMMER – 22th-26th June, 2015

	Afternoon (4 teaching hours) – Language Development	Morning (4 academic hours) - Methodology
Day 1	<p>English for talking about... news and the media • understand news programmes better • comment on news stories • recognise and use rhetorical questions • talk about the media • report what people said</p> 	<p>Integrating participants' specific areas of interest</p>
Day 2	<p>English for talking about... business and economics • discuss different aspects of running a firm • talk about how your business is doing • network and make small talk • talk about problems with banks • take minutes and hold meetings</p> 	<p>Teaching writing better: • outcomes and understanding genres – 'real' and exam-based • noticing patterns in writing and value of chunks • supporting students' writing / integrating other skills</p>
Day 3	<p>English for talking about... fashion • describe hairstyles and clothes • correct misunderstandings • give opinions on style • talk about trends • discuss fashion and media images</p> 	<p>Revision and recycling: • paying attention to students notes • task repetition and revisiting texts • web-based revision sites • revision games for the classroom</p>
Day 4	<p>English for talking about... danger and risk • describe accidents • use and understand a range of interjections • talk about laws – risk and safety • think critically about texts • discuss the pros and cons of Internet use</p> 	<p>Writing & revision class observation Reflection and comment on the class Fourth week & overall course review</p>

Practical Ideas for the Adult ESL/EFL Classroom
by David Nunan (Anaheim University)

Learn ESL teaching strategies that will set your adult ESL/EFL students up for success! Over the next six weeks, you'll discover ways to teach ESL that create a meaningful and positive learning environment for your students. You'll get to know what motivates them and how you can tailor your ESL teaching methods to their needs.

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